**6. Physical Education and Literacy - The Odd Couple or a Match Made in Heaven?**

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It started out as a simple challenge in our district:

How can each content area show its connection to literacy? As physical educators, we are accustomed to challenges, but this one wasn't going to be easy. It would require rethinking how and what we typically teach. Our curriculum is 20 years old and in need of revision. This was the perfect opportunity to meet the challenge and show our connection to literacy. But first, we needed to figure out what the connection to literacy might be.

Physical education and literacy - two words that for too long have been disconnected. But are they really? How many times in your career have you heard a student say, "I just don't like to read," "I'm not good at math," or "I am just not athletic." In spite of all of our best efforts and practices, there are students who lack the confidence and understanding necessary to apply the literacy skills we know they should have. In some cases, we know that a student is missing a critical fundamental component or link in the content sequence. In other cases, we know that a child has the fundamental knowledge and understanding but lacks the practice and experiences that build confidence in application and creativity. Whether you teach math, science, reading, or yes, even physical education, there is one goal that is universal - we want all of our students to use literacy skills in our content area.

Content literacy and the traditional idea of literacy are not mutually exclusive. In fact, the common notion of educating the whole child should probably be updated to reflect attaining the total literacies of the child.

It makes sense that all curricula should be connected to literacy and demonstrate its value-added for every student. The connection between literacy in the physical education curriculum and literacy can't be that difficult - can it?

Before we got started, we needed to define two significant concepts:

* What is literacy?
* What is literacy in physical education?

**Literacy - the big picture**

Regardless of the language spoken, literacy is one of the most powerful words in the world. The success of a country or school is almost always tied directly to the literacy rate. Literacy in its simplest form means the ability to use language to read and write. Teaching literacy has often created a caste system within our schools. Literacy has been the dividing line for subject areas deemed important for their development of literacy skills and those seen as disconnected. Physical education has been one of the disconnected - but is it?

In recent decades, the application of the concept of literacy has been prominent in the set of skills that are critical to societal success. For example, our world's increasing dependence on technology has led to concerns about computer literacy. The financial events of the last year have increased our awareness of the need for fiscal literacy. In fact, the word literacy has taken on such global significance that the United Nations has declared 2003-12 the Literacy Decade.

If literacy has come to mean more than just reading and writing, what do we now use to define a word that can encompass all content areas to its mission? The United Nations Educational, Scientific and Cultural Organization - UNESCO - set out to create a more modern definition of literacy that could move the current thinking away from being merely a technical skill toward: "... a set of practices defined by social relations and cultural processes - a view exploring the range of uses of literacy in the entire spectrum of daily life from the exercise of civil and political rights through matters of work, commerce and child care to self-instruction, spiritual enlightenment and even recreation." (UNESCO 2003). Now here is an idea physical education teachers can work with!

As a further result of their work, UNESCO, in 2003, drafted the following definition: "Literacy is the ability to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society." (UNESCO 2003). Loaded with action verbs, this definition could open the way for all subject areas to take responsibility for contributing to the literacy of our students. Literacy becomes the tie that binds all teachers and subject areas together. It clearly connects the content-specific literacy to its role in developing the total literacy of the child. Many content areas have already begun to demonstrate and develop their connection to "literacy," and physical education can be no exception.

What, exactly, is physical literacy?

The concept of physical literacy is relatively new in the United States, although it has been around for more than 40 years. Dr. Margaret Whitehead, a philosopher by training, has spent the better part of the last 30 years looking to define physical literacy and its impact on the future of physical education. Her extensive body of work defines physical literacy in terms of:

* physical competencies;
* the ability to read and respond to the environment and to others in interaction;
* the ability to use the body as an instrument of expression/ communication; and
* the ability to articulate/demonstrate knowledge, skills and understanding of health.

While I could go into more detail, Dr. Whitehead's chart on Attaining and Maintaining Lifelong Physical Literacy (Whitehead 2006)), shown in Figure 1, clearly illustrates what we need to know about physical literacy.

What does this mean for us as physical educators and classroom teachers?

As a department, we were greatly relieved to discover that creating a physical education program that centered around its connections to literacy did not require throwing out everything we had been doing for the last 20 years. What it did require was a thorough look at what we were doing in our K-12 curriculum, and why.

Our foundation was solid. The five strands that had always been at the core of what we had done remained the same:

* character development
* intelligence/cognitive development
* lifestyle development
* health-related fitness
* motor performance.

What we discovered however, was that the first three strands were often overshadowed by our program's more obvious strengths - physical skills and health-related fitness. Character, intelligence and lifestyle development had to take a more prominent role in our curriculum. The trick would be to develop a balanced program with equal emphasis and accountability in all five strands. We were confident we had all the pieces of the puzzle we needed to revise our program. What we needed was the box top with the picture of the final project!

Discussions began among the 28 members of the K-12 physical education department. What would be different about physical education if it became a core subject? What if we were to develop a PE program that emphasized health-related fitness, moving and learning connections, and character development in addition to the motor skills component we are known for? Not that we shouldn't play team sports and competitive games, but what if they were just a piece of the puzzle? What if we were to focus on developing lifelong active lifestyles? What if we were to expand the concept of physical education to include activities like brain gym, yoga and project adventure? Great questions, intense and at times unsettling discussion, and debate stretched over the course of many months. In the end, the result was truly CHILDSPlay (Character, Health-Related Fitness, Intelligence, Lifestyle Development and Skilled Play). The simple one-page document shown in Figure 2 clarifies what we are about as professionals and how we view ourselves as members of the greater school community. It has set the stage for re-creation of grade-level benchmarks, revised scope and sequence, and assessments that are developmentally appropriate and understandable for both teachers and students. The creation of essential questions at each level clearly outlines what we want every child to take away from our physical education program. Each level builds upon the one that precedes it. Secondary takes the common foundation of skills and knowledges and expands its reach beyond the doors of the school gymnasium and fields, encouraging students to find ways to independently pursue throughout their lifetime something we hope they all come to value and love as much as we do.

**CHILDSPlay and the classroom teacher**

The CHILDSPlay Essentials document has opened up dialogues between classroom teachers and PE teachers, led to interdisciplinary activities, and new collaborations - all to the benefit of our students. Brain Gym profiles of kindergartners are used by classroom teachers as a tool for student placement; middle-level students are using relaxation techniques in pre-test situations; high school teachers are using Challenge by Choice and full-value contracts for at-risk students.

The CHILDSPlay program has unleashed the "secrets of physical education" to the rest of the school community. The diagrams and assessments paint a clear picture not only of what we want our students to know, but how that knowledge can help other classrooms. We are making assessment information available to all teachers and helping them see where we can contribute. PE teachers are becoming active and confident members of the school improvement teams. Our notion of big-picture literacy has taken conversations that occurred only in the gym and placed them in faculty rooms and classrooms. In our own classrooms, physical educators are now spending more time showing students how skills they have learned in PE can be used in other rooms, at home, and in the world.

The advent of brain research and its support for movement and learning continue to promote the importance of physical activity for all children. Though in its infancy, this research is believed to hold the future of learning theory and strategies for the future. In our district we have begun to embrace this research through Brain Gym at the elementary level, and a teaching style that all middle-level teachers are embracing, based on metacognitive research of the adolescent brain.

We were so convinced that physical education was an important part of how a child learns that in 2005-06 we applied for a U.S. Department of Education Physical Education Program grant to help us develop CHILDSPlay. We were awarded almost $400,000 over three years to develop and implement this program. This grant allowed us to update and introduce activities and programs that are consistent with our beliefs and support all the elements of the program. It included more than 200 hours of professional development for staff. We developed a turnkey network to insure that all new programs can be be sustained over time. In addition to providing inservice for our physical educators, we have expanded it to all teachers and staff with an interest in learning more about movement and learning. Perhaps one of the biggest initiatives is that physical education staff can now extend their resources and activities beyond just the gym walls. Physical activity is becoming a part of everyone's day - not just on "Gym Day."

A good friend once told me that the difference between an academic class and a physical education class is that in an academic class you are taught a lesson and then given a test. In physical education class you are often given a test that teaches you a lesson. Both of these styles appear to be complementary. The road to literacy truly runs through every classroom, whether it has desks and chairs, or merely lines on the floor.

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